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ABSTRACT

A survey querying 715 school districts in the United States with regard to the presence and the extent of their multicultural education curricula and instructional activities reveals that 72.5 percent of the respondent districts have introduced ethnic studies curricula into their elementary or secondary school programs. Included in the research report are percentage breakdowns of the ethnic composition of both the school children and the teachers and educational administrators who participated in the survey, as well as an investigation of the specific curricula content of the ethnic studies programs. Much information is presented in tabular form. (LH)

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MULTICULTURAL EDUCATION PROGRAMS, ETHNIC STUDIES CURRICULA, AND ETHNIC STUDIES MATERIALS IN THE UNITED STATES PUBLIC SCHOOLS

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MULTICULTURAL EDUCATION PROGRAMS, ETHNIC STUDIES CURRICULA, AND ETHNIC STUDIES MATERIALS IN THE UNITED STATES PUBLIC SCHOOLS

by

David E. Washburn

What do we know of one another, the peoples of the United States? Do we have a shared experience which binds us as a nation? In a sense we do, but in a larger sense we are many peoples with many experiences. If we are to come to know and appreciate one another, an effort must be made to share the experiences which are not common.

The increasing visability of minorities over the past few years in our society has led to a more general recognition of the culturally pluralistic nature of the United States. With this recognition has come the realization that there is no one model American.

Demands are being placed upon the schools of the nation to reflect this fact in a variety of ways. Assimilation models in education, through which all children are expected to blend into the "mainstream," are no longer seen as appropriate.

Multiculturalism is coming to be seen as more in keeping with those principles of democracy which suggest that all people should have equal opportunity for involvement in the continuing reformation of an open society while maintaining their own sense of identity.

Many schools, aware of the fact of cultural pluralism in this country and, further, recognizing that it is within their classrooms where the mortar of citizenship, which can bind a nation together, is laid, have begun programs of multicultural education including ethnic studies. By so doing they attempt to provide mechanisms for cross-cultural and, ultimately, general human understanding.

It is no secret that residential patterns in this country are such that we are, by and large, a land which is segregated along lines of color and culture. This places a heavy burden upon the schools of a nation whose ideals are stated in democratic terms. Liberty, justice, and equality of opportunity are values which should encompass the total of a culturally diverse population. If imbalances exist in the broader society, a school committed to these values must endeavor, as best it can, to right them by producing in its students a regard for the rights of others and a desire that these values be reached.

This new model for society and education, a culturally pluralistic model, includes: "different cultural groups existing in the same society while maintaining their cultural identities; having mechanisms for easy interaction with one another and equal opportunity of access to the institutions of that society; as well as equal opportunity for participation in the formation of the values which regulate that society."[1]

For this model to be realized many social, political, and institutional changes must occur. In education this might include modifications in curriculum, teaching methods and materials, institutional structure, and pre-service and in-service preparation of teachers to the end of producing cross-cultural understanding and acceptance of cultural diversity.

Many schools are accepting this burden by, among other things, providing programs and curricula aimed at understanding our nation through knowledge of its peoples. It is reasoned that without such programs, and in the absence of direct cross-cultural contact, it would be difficult for our young people to come to know and appreciate the qualities and contributions of each of the ethnic groups represented in our society.

In an effort to discover some of the practices being utilized by the public schools of the nation which might foster this sort of understanding, a survey questionnaire was mailed to the 715 school districts in the United States with student populations in excess of ten thousand. This study was conducted during the spring and summer of 1974 with partial support provided by the Department of Educational Studies and Services at Bloomsburg State College (Pennsylvania) and with the assistance of the Computer Services Center at that institution.

MULTICULTURAL EDUCATION

Upon completion of an initial and one follow-up mailing, replies were received from 397 districts or 55.5% of those surveyed. The lowest percentage of response was centered in two geographic regions of the country: the northeast and the south (see Table 1). From the remainder of the nation there was a high rate of response. Of the districts responding 14.6% included data from elementary schools only, 20.7% from secondary schools only, and 64.7% from both elementary and secondary schools.

In terms of the ethnic composition of the student populations of those school districts which responded, most reported a proportion of between 91% and 100% of their students to be of European ancestry (see Table 2). For Black, Non-European Hispanic, Asian, Native American, and other cultural groups the mode was under 10% representation. For these latter groups the average and median (that point above and below which one-half of the school districts fell) also were 10% or less.

TABLE 1

Multicultural Education Survey: Return by State

State	% Return	Total Number of Districts queried	Return	Number Reporting Ethnic Studies Curricula
Alaska	100.0	2	2	2
Delaware	100.0	2	2	1
District of Columbia	100.0	1	1	1
Hawaii	100.0	1	1	1
Idaho	100.0	2	2	2
Maine	100.0	1	1	1
Nebraska	100.0	3	3	2
Nevada	100.0	2	2	2
South Dakota	100.0	2	2	2
Ohio	86.1	29	25	19
New Mexico	80.0	5	4	2
Arizona	75.0	8	6	2
Arkansas	75.0	4	3	3
Minnesota	75.0	16	12	8
Rhode Island	75.0	4	3	2
Colorado	72.7	11	8	5
Indiana	72.7	22	16	8
Iowa	71.4	7	5	4
Utah	71.4	7	5	4
Wisconsin	71.4	14	10	7
Michigan	69.7	33	23	17
North Dakota	66.7	3	2	2

State	% Return	Total Number of Districts queried	Return	Number Reporting Ethnic Studies Curricula
West Virginia	66.7	12	8	5
Illinois	63.6	22	14	12
Tennessee	63.6	11	7	4
Kansas	60.0	5	3	2
Virginia	57.6	19	11	7
Maryland	57.1	14	8	7
Florida	56.5	23	13	9
National Totals	55.5	715	397	288
Pennsylvania	54.8	31	17	14
North Carolina	54.6	33	18	15
California	54.0	113	61	49
Missouri	52.9	17	9	7
Kentucky	50.0	4	2	2
Louisiana	50.0	20	10	7
Montana	50.0	2	1	0
Oklahoma	50.0	6	3	1
Oregon	50.0	4	2	2
Wyoming	50.0	2	1	0
Connecticut	46.7	15	7	6
Georgia	46.7	15	7	5
Texas	46.7	45	21	18
Washington	40.0	15	6	2
Alabama	38.5	13	5	0
New York	31.6	38	12	6

State	% Return	Total Number of Districts queried	Return	Number Reporting Ethnic Studies Curricula
South Carolina	31.6	19	6	6
Massachusettes	22.2	18	4	3
Mississippi	16.7	6	1	0
New Jersey	11.1	18	2	2
New Hampshire	00.0	1	0	0

TABLE 2

Ethnic Composition of Student Populations: All Districts Reporting (N-397)

ETHNIC ORIGIN	10% or LESS		11% to 20%		21% to 30%		31% to 40%		41% to 50%		51% to 60%		61% to 70%		71% to 80%		81% to 90%		91% to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
European American	13	3.3	7	1.8	6	1.5	13	3.3	30	7.6	20	5.0	44	11.1[a]	59	14.9	72	18.1[b]	133	33.5[c]
Black American	248	62.5[a][b][c]	50	12.6	44	11.1	18	4.5	14	3.5	10	2.5	9	2.3	0	0	3	0.8	1	0.3
Hispanic American	322	81.1[a][b][c]	36	9.1	22	5.5	3	0.8	6	1.5	4	1.0	1	0.3	1	0.3	1	0.3	1	0.3
Asian American	393	99.0[a][b][c]	2	0.5	1	0.3	1	0.3	0	0	0	0	0	0	0	0	0	0	0	0
Native American	391	98.5[a][b][c]	3	0.8	0	0	1	0.3	0	0	1	0.3	1	0.3	0	0	0	0	0	0

[a] Mean

[b] Median

[c] Mode

The "average" school district reported a European American student population of 61% to 70% with the median at 81% to 90%.

The teacher/administrator populations of these districts showed the same proportions of ethnic group membership in most categories except that the "average" district reported a slightly higher percentage of European Americans (71% to 80%) than that represented in the student population (see Table 3).

Responses to the questionnaire indicate that many of the large public school districts of the country are making a multi-faceted attempt to enhance cross-cultural understanding through education. A large proportion (72.5%) of the districts responding have introduced ethnic studies into their academic curricula (see Table 4) Most who have done so say that their programs are less than four years old. Many schools include human relations training for teachers in an effort to enhance teacher's understanding of themselves and sensitize them to the needs and feelings of others. It appears also that these schools are making an effort to include the community in decisions which affect school policy as well as attempting a strong school-community public relations effort. Almost half of the school districts include inservice training in multicultural education so that teachers may be better prepared to reach and teach students whose cultural backgrounds may be different from their own as well as to teach about the diverse cultures of the peoples of the United States.

Lest we become too sanguine about the efforts made on behalf of multicultural education in the United States, however, it must be recognized that those school districts most likely to reply to questions concerning the practices they use to promote cross-cultural understanding are the ones who feel that they have adequate programs in this regard. In order to make a more accurate assessment of the condition of multicultural education in this country, additional analysis is necessary.

TABLE 3

Ethnic Composition of Teacher/Administrator Populations: All Districts Reporting (N=397)

ETHNIC ORIGIN	No Response		10% or LESS		11% to 20%		21% to 30%		31% to 40%		41% to 50%		51% to 60%		61% to 70%		71% to 80%		81% to 90%		91% to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
European American	31	7.8	0	0	3	0.8	1	0.3	4	1.0	10	2.5	22	5.5	32	8.1	40	10.1[a]	61	15.4[b]	143	48.3
Black American	31	7.8	254	64.0[b][c]	38	9.6	36	9.1	16	4.0	14	3.5	6	1.5	0	0	0	0	2	0.5	0	0
Hispanic American	31	7.8	346	88.2[b][c]	12	3.0	3	0.8	2	0.5	1	0.3	0	0	1	0.3	0	0	1	0.3	0	0
Asian American	31	7.8	364	91.7[b][c]	1	0.3	0	0	1	0.3	0	0	0	0	0	0	0	0	0	0	0	0
Native American	31	7.8	365	91.9[b][c]	0	0	0	0	0	0	0	0	1	0.3	0	0	0	0	0	0	0	0

[a] Mean

[b] Median

[c] Mode

TABLE 4

Practices Used to Promote Cross-Cultural Understanding: All Districts Responding (N=397)

Practices	% Employing Practice
An Ethnic Studies Curriculum	72.5
Human Relations Training for Teachers	66.8
Community Involvement in School Policy Decisions	61.5
A Strong School-Community Public Relations Effort	52.9
Inservice Teacher Training in Multicultural Education	49.4
Student Involvement in Curriculum Planning	44.8
Instruction in Spanish as a Second Language	43.6
Student Involvement in School Policy Decisions	40.6
Inter-Racial Student Council	37.0
A Multicultural Curriculum	36.0
Instruction in English as a Second Language	34.0
Human Relations Training for Students	32.0
A Professionally Staffed Community Relations Office	29.2
A Community Centered Instructional Program	26.7
A Bi-Lingual Curriculum	26.2
A Professionally Staffed Human Relations Team	22.9
A Student Human Relations Council	21.2
A Bi-Cultural Curriculum	17.4
A Multi-Lingual Curriculum	7.8
Instruction in Standard English as a Second Dialect	5.8
Instruction in Asian Language(s) as Second Language(s)	4.5
Instruction in Native American Language(s) as Second Language(s)	2.3

Our analysis, therefore, also includes a comparison of those 288 school districts which reported having ethnic studies in their curricula with those 109 who did not (see Tables 5 and 6). Here it may be seen that very significant differences exist on many of the practices employed. In each case a higher proportion of those schools having ethnic studies curricula utilize practices structured to create cross-cultural understanding. It appears that the inclusion of the study of ethnic groups in the academic program bespeaks a broader commitment to inter-ethnic and general human understanding. This commitment is evidenced by substantive and functional efforts in the overall program presented by the school district.

There are no appreciable differences in the ethnic composition of the faculties of the two sets of school districts. The districts reporting ethnic studies curricula do have, on the average, slightly higher proportions of Black, Hispanic, Asian, Native American, and other cultural groups and a lower proportion of European Americans among their student populations, however (see Tables 7, 8, 9, 10).

This study reveals that the districts reporting ethnic studies curricula tend to be more deeply involved in multicultural education than those districts which have no such curricula. Multicultural education includes attempts at cross cultural understanding that go beyond academic programs which offer information about the peoples of the United States. It involves meaningful cross-cultural contact for students, teachers, and administrators; human relations training for all; in-service training for teaching across cultures; and a more democratically conceived program for curriculum, teaching, and administrative policy making which includes input from the community and students as well as teachers and administrators.

The 288 school districts which appear to have made a meaningful attempt at multicultural education represent only 40% of the total of 715 serving ten thousand students or more. Certainly the inclusion of ethnic studies curricula marks a major step in the direction of cross-cultural understanding. If we truly are to

TABLE 5

Practices Used to Promote Cross-Cultural Understanding: Districts Reporting Ethnic Studies Curricula (N=288)

Practices	% Employing Practice
Human Relations Training for Teachers	74.0
Community Involvement in School Policy Decisions	69.8
A Strong School-Community Public Relations Effort	58.0
Inservice Teacher Training in Multicultural Education	56.6
Student Involvement in Curriculum Planning	53.1
Instruction in Spanish as a Second Language	49.7
Student Involvement in School Policy Decisions	47.2
An Inter-Racial Student Council	43.4
A Multicultural Curriculum	42.4
Instruction in English as a Second Language	37.8
Human Relations Training for Students	36.5
A Professionally Staffed Community Relations Office	34.4
A Community Centered Instructional Program	30.6
A Bi-Lingual Curriculum	30.6
A Professionally Staffed Human Relations Team	29.5
A Student Human Relations Council	24.7
A Bi-Cultural Curriculum	22.2
A Multi-Lingual Curriculum	10.4
Instruction in Standard English as a Second Dialect	6.9
Instruction in Asian Language(s) as Second Language(s)	5.2
Instruction in Native American Language(s) as Second Language(s)	2.8

TABLE 6

Practices Used to Promote Cross-Cultural Understanding: Districts Reporting No Ethnic Studies Curricula (N=109)

Practices	% Employing Practice
Human Relations Training for Teachers	47.7
Community Involvement in School Policy Decisions	39.4
A Strong School-Community Public Relations Effort	39.4
Inservice Teacher Training in Multicultural Education	30.3
Instruction in Spanish as a Second Language	27.5
Instruction in English as a Second Language	23.9
Student Involvement in Curriculum Planning	22.9
Student Involvement in School Policy Decisions	22.9
An Inter-Racial Student Council	20.2
Human Relations Training for Students	20.2
A Multicultural Curriculum	19.3
A Community Centered Instructional Program	16.5
A Professionally Staffed Community Relations Office	15.6
A Bi-Lingual Curriculum	14.7
A Student Human Relations Council	11.9
A Professionally Staffed Human Relations Team	5.5
A Bi-Cultural Curriculum	4.6
Instruction in Standard English as a Second Dialect	2.8
Instruction in Asian Language(s) as Second Language(s)	2.8
A Multi-Lingual Curriculum	0.9
Instruction in Native American Language(s) as Second Language(s)	0.9

TABLE 7

Ethnic Composition of Student Populations: Districts Reporting No Ethnic Studies Curricula (N=109)

	10% or LESS		11% to 20%		21% to 30%		31% to 40%		41% to 50%		51% to 60%		61% to 70%		71% to 80%		81% to 90%		91% to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
European American	4	3.7	2	1.8	0	0	1	0.9	8	7.3	3	2.8	9	8.3	17	15.6[a]	21	19.3[b]	44	40.4[c]
Black American	80	73.4[a,b,c]	11	10.1	10	9.2	3	2.8	3	2.8	0	0	1	0.9	0	0	1	0.9	0	0
Hispanic American	95	87.2[a,b,c]	10	9.2	0	0	1	0.9	2	1.8	0	0	0	0	1	0.9	0	0	0	0
Asian American	109	100.0[a,b,c]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native American	109	100.0[a,b,c]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[a] Mean

[b] Median

[c] Mode

TABLE 8

Ethnic Composition of Student Populations: Districts Reporting an Ethnic Studies Curricula (N=288)

ETHNIC ORIGIN	10% or LESS		11% to 20%		21% to 30%		31% to 40%		41% to 50%		51% to 60%		61% to 70%		71% to 80%		81% to 90%		91% to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
European American	9	3.1	5	1.7	6	2.1	12	4.2	22	7.6	17	5.9	35	12.2[a]	42	14.6[b]	51	17.7	89	30.9[c]
Black American	168	58.3[b,c]	39	13.5[a]	34	11.8	15	5.2	11	3.8	10	3.5	8	2.8	0	0	2	0.7	1	0.3
Hispanic American	227	78.8[a,b,c]	26	9.0	22	7.6	2	0.7	4	1.4	4	1.4	1	0.3	0	0	1	0.3	1	0.3
Asian American	284	98.6[a,b,c]	2	0.7	1	0.3	1	0.3	0	0	0	0	0	0	0	0	0	0	0	0
Native American	282	97.9[a,b,c]	3	1.0	0	0	1	0.3	0	0	1	0.3	1	0.3	0	0	0	0	0	0

[a] Mean

[b] Median

[c] Mode

TABLE 9

Ethnic Composition of Teacher/Administrator Populations: Districts Reporting Ethnic Studies Curricula (N=288)

ETHNIC ORIGIN	No Response		10% or LESS		11% to 20%		21% to 30%		31% to 40%		41% to 50%		51% to 60%		61% to 70%		71% to 80%		81% to 90%		91% to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
European American	18	6.3	0	0	3	1.0	1	0.3	3	1.0	10	3.5	18	6.3	23	8.0	29	10.1[a]	49	17.0[b]	134	46.5[c]
Black American	18	6.3	181	62.8[a][b][c]	31	10.8	27	9.4	12	4.2	12	4.2	5	1.7	0	0	0	0	2	0.7	0	0
Hispanic American	18	6.3	255	88.5[a][b][c]	9	3.1	2	0.7	2	0.7	1	0.3	0	0	0	0	0	0	1	0.3	0	0
Asian American	18	6.3	268	93.0[a][b][c]	1	0.3	0	0	1	0.3	0	0	0	0	0	0	0	0	0	0	0	0
Native American	18	6.3	269	93.4[a][b][c]	0	0	0	0	0	0	0	0	1	0.3	0	0	0	0	0	0	0	0

[a] Mean

[b] Median

[c] Mode

TABLE 10

Ethnic Composition of Teacher/Administrator Population: Districts Reporting No Ethnic Studies Curricula (N=109)

ETHNIC ORIGIN	No Response		10% or LESS		11% to 20%		21% to 30%		31% to 40%		41% to 50%		51% to 60%		61% to 70%		71% to 80%		81% to 90%		91% to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
European American	13	11.9	0	0	0	0	0	0	1	0.9	0	0	4	3.7	9	8.3	11	10.1[a]	12	11.0[b]	59	54.1
Black American	13	11.9	73	67.0[a][b][c]	7	6.4	9	8.3	4	3.7	2	1.8	1	0.9	0	0	0	0	0	0	0	0
Hispanic American	13	11.9	91	83.5[a][b][c]	3	2.8	1	0.9	0	0	0	0	0	0	1	0.9	0	0	0	0	0	0
Asian American	13	11.9	96	88.1[a][b][c]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native American	13	11.9	96	88.1[a][b][c]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[a] Mean

[b] Median

[c] Mode

know and appreciate one another, we would be remiss not to include, somewhere in our twelve year curricula, study of the peoples who populate this land and the contributions made by each of these groups to what remains a rather unique social experiement in this world: The United States of America.

A true commitment to multicultural education goes beyond the classroom, however. It goes to the streets of the community; and, if the community is unidimensional culturally, it goes beyond the community. It goes to an intensive effort to train teachers and administrators to the end of cross-cultural understanding. It stresses those conditions which produce a regard for the rights of others and a desire for equality of opportunity and justice for all. To this end, it attempts, as best it can, to right the imbalances which exist in the society beyond the school.

Some of the areas not particularly stressed by a majority of the districts are among the most important in attempts at righting these imbalances. For example, much evidence has come to light concerning the inextricable bond among a child's sense of individual identity, his cultural identity, and his language. It follows that a school commited to principles of multiculturalism would do nothing to damage a child's self concept. If so, programs of teaching English as a second language and Standard English as a second dialect should be more in vogue. In this way children who have learned a language other than English, or a dialect other than Standard English, in their homes feel no attack on their personal or cultural identities, because of their linguistic differences, in the process of learning Standard English. They are not left with the impression that something is wrong with <u>them</u> because of their style of speech, but that different styles are utilized in different settings. They are asked to become bi-cultural not assimilated.

This phenomena works in a variety of ways, of course, and some schools have bi-lingual or even multi-lingual curricula. The thought here is that those who have learned Standard English in the home would benefit from the study of some of the other languages spoken by citizens of this country as well as their multi-cultures.

The vast majority of programs of multicultural education have emerged in the past five years. The fact that so many of the practices listed in the accompanying tables are included in programs speaks well for the possibility of the society at large becoming increasingly accepting of cultural diversity. This assumes, of course, that these educational programs will have positive impact. Indeed, it appears that many school districts have come a long way in the past few years. Others still have a long way to go.

ETHNIC STUDIES CURRICULA

By and large those districts having ethnic studies curricula haven't had them long. 81.7% of the programs have been in operation for five years or less, with the average at slightly under four years. This corresponds to the 4.2% which have been engaged in ethnic studies for ten years or more (see Table 11).

The number of students per district participating in the ethnic studies programs show great variation. 10.4% of the districts have fewer than one hundred students involved while 19.4% have more than ten thousand participating. The average number of students per district engaged in ethnic studies is 3,370, although the median figure of 950 is considerably lower (see Table 12).

A large proportion (80.9%) report community involvement of some type in their ethnic studies programs (see Table 13). The types of community involvement include: the use of community resources (74.7%); the use of human resources in the community (69.8%); interaction with community organizations (55.2%); community involvement in curriculum planning (41.7%); study of the community (40.3%); and a community based instructional program (16.0%).

Black Americans are the most widely studied cultural group in school districts reporting ethnic studies programs. 92% of these districts include Blacks in their ethnic studies curricula (see Table 14). The next two most widely studied groups are Mexican Americans (70.5%) and Native Americans (67%).

TABLE 11

Length of Operation of Programs of Districts Reporting Ethnic Studies Curricula (N=288)

Number of Years	Number of Districts	%
Less than 1 year	9	3.1
1 Year	18	6.3
2 Years	46	16.0
3 Years[c]	57	19.8
4 Years[a,b]	52	18.1
5 Years	53	18.4
6 Years	15	5.2
7 Years	9	3.1
8 Years	9	3.1
9 Years	4	1.4
10 Years	12	4.2
No Response	4	1.4

[a]Mean

[b]Median

[c]Mode

Ethnic studies in the public school districts of the United States having student populations of ten thousand or more most often concern themselves with the history of the cultural group studied. While 94.8% include history in their ethnic studies curricula, 82.6% delve into social customs, and 71.5% examine the relationships between culture and personality (see Table 15).

The results of this survey reveal that the major growth in the adoption of ethnic studies curricula among schools serving student populations of ten thousand or more has occurred in the past five years. The bulk of these programs were begun between 1969 and 1972, with fewer programs being initiated in the last two years. With only 40% of the 715 school districts queried reporting ethnic studies curricula, it is important that these declining figures do not represent a trend.

Also, in only a small portion of the districts queried are all or most of the student populations touched by ethnic studies. If we are to gain an understanding of the ways of living of the peoples who populate our land and come to appreciate the contributions made by each of these groups, a broader proportion of our students should come into meaningful contact with information and experiences pertaining to our diverse cultures.

A large proportion of the ethnic studies curricula reach into their communities and the communities of others for enrichment. This, of course, is the logical extension of curricula which focus on people. Going to the people for involvement in curriculum building; utilizing the attributes of those in the community who wish to participate, bringing students into the community and the community into the school, breathes life and humanity into the program.

The population data in Table 14 lends credence to the statement that we are a nation of minorities. It follows that ethnic studies, if they are to provide understanding which is national in scope, should, during a child's twelve years of schooling, deal with all ethnic groups whether represented in the local community or not.

TABLE 12

Students Participating in Programs of Districts Reporting Ethnic Studies Curricula (N=288)

Number of Students	Number of Districts	%
Fewer than 100	30	10.4
101 - 200	37	12.8
201 - 300	26	9.0
301 - 400	14	4.9
400 - 501	12	4.2
501 - 600	5	1.7
601 - 700	1	0.3
701 - 800	4	1.4
801 - 900	2	0.7
901 - 1000[b]	14	4.9
1001 - 2000	20	6.9
2001 - 3000	11	3.8
3001 - 4000[a]	8	2.8
4001 - 5000	7	2.4
5001 - 6000	7	2.4
6001 - 7000	7	2.4
7001 - 8000	3	1.0
8001 - 9000	5	1.7
9001 - 10,000	6	2.1
More than 10,000[c]	56	19.4
No Response	13	4.5

[a]Mean
[b]Median
[c]Mode

TABLE 13

Extent and Type of Community Involvement in Programs of Districts Reporting Ethnic Studies Curricula (N=288)

Type of Community Involvement	Number of Districts	%
Use of Community Resources	215	74.7
Use of Human Resources in the Community	201	69.8
Interaction With Community Organizations	159	55.2
Community Involvement in Curriculum Planning	120	41.7
Study of the Community	116	40.3
Community Based Instructional Program	46	16.0

TABLE 14

Cultural Groups Studied by Districts Reporting Ethnic Studies Curricula
(N=288)

Group	Number of Districts	% Including Group in Program	Total U.S. Population (1970 Census)
Black American	265	92.0	22,600,000
Mexican American	203	70.5	5,023,000
Native American	193	67.0	792,730
Japanese American	142	49.3	591,290
Chinese American	124	43.1	435,062
Puerto Rican	99	34.4	1,450,000
Central or South American	95	33.0	501,000
Italian American	90	31.3	8,733,000
German American	86	29.9	25,661,000
Irish American	85	29.5	16,325,000
English (Including Scotch & Welsh) American	81	28.1	31,006,000
Other Hispanic American	78	27.1	1,356,000
French American	75	26.0	5,189,000
Polish American	72	25.0	4,941,000
Cuban American	63	21.9	626,000
Russian American	59	20.5	2,132,000
Filipino American	46	16.0	343,060

TABLE 16

Elements Included in Programs of Districts Reporting Ethnic Studies Curricula (N=288)

Element	Number of Districts	% Including Element in Program
History	273	94.8
Social Customs	238	82.6
Culture and Personality	206	71.5
Values	198	68.8
Attitudes	185	64.2
Material Culture	182	63.2
Social Organization	180	62.5
Social Structure	176	61.1
Beliefs	170	59.0
Religion	161	55.9
Language	145	50.3
Physical Characteristics	129	44.8
Kinship Structure	87	30.2
Dialect	76	26.4
Body Language	54	18.8

Time is, of course, limited and the emphasis upon ethnic history by school districts offering ethnic studies curricula is defensible. Knowledge of how and why ethnic groups came or were brought to this land and resultant settlement patterns provides a foundation for understanding the values, attitudes, beliefs and behaviors of today. Most schools engaged in ethnic studies appear to provide a broad socio-cultural view as well. Although there is a growing body of data on the cultural foundations of kinesics and dialect, this data is fairly new.

It appears that among our largest school districts there is a core of concern for inter-ethnic understanding as exemplified by the inclusion of ethnic studies in their curricula. Some seem to be committed to tne inclusion of a broad scope of the peoples of the United States in their programs. Many afford students the opportunity to deal with the historical and socio-cultural issues involved. The tragedy is that the core of concern represents an apparent minority of the school districts serving student populations of ten thousand or more and that these programs have been so long in coming.

ETHNIC STUDIES MATERIALS

A wide variety of commercially produced materials are utilized by schools offering ethnic studies. Many, finding these materials unsuitable for their programs or wishing to supplement them, have produced their own materials. A few of these offer materials they have produced locally for sale. Some of these materials are excellent and could be used beneficially by other school districts or by individual teachers wishing to strengthen their offerings in the area of ethnic studies.

Since, by and large, ethnic studies curricula offered by the school districts of the nation are in their infancies, few people outside the districts producing them are aware of the quality and availability of these materials. However, among

the 715 school districts of the United States serving student populations of ten thousand or more, we found sixty-three districts which both produce and offer for purchase ethnic studies materials (see accompanying list).

Lists of materials and their prices are available from the individual school districts. The materials range from a series of Portuguese elementary school readers produced by the ABC Unified School District of Artesia, California to the People Places Cookbook offered by the Richmond City, Virginia Public Schools who have also developed the People Places Pictionary.

The Dade County, Florida Public Schools have produced an extensive series of Black Studies materials. Their course of study, Negro History and Culture is an outstanding piece of work. The Newark, New Jersey and Dayton, Ohio schools also offer numerous materials concerning Black Culture and History, whereas the El Paso, Texas Independent School District provides many materials dealing with Mexican American Studies.

Beyond Pride and Prejudice, a teacher's guide for use with a seven program instructional television series on Black, Chicano, and Native American peoples has been developed by the Eugene, Oregon district in cooperation with the University of Oregon and KOAP-TV in Portland.

Other school districts listed offer a wide range of multiethnic curriculum guides, American minorities materials, units of study from kindergarten through secondary schools, and ethnic studies bibliographies.

Interested teachers or school districts should be able to find materials which may provide new insights for teaching about the diverse peoples of the United States. Everything from pamphlets on a specific ethnic group, or a representative of an ethnic group, to fully worked out curricula encompassing numerous groups and social problems are available.

The following is a list of the school districts which have ethnic studies materials available for purchase. The legend, which indicates the ethnic groups included in the materials offered, is at the right. For each ethnic group mentioned the district offers separate materials. The legend should be read as follows:

B - Black American

M - Mexican American

A - Asian American

N - Native American

L - Bi-Lingual or bi-cultural materials

O - Other (generally these are materials, such as curriculum guides, which are multiethnic in content)

School System	City	State	Zip Code	Legend
ABC Unified	Artesia	Ca.	90701	O
Alum Rock Union Elementary	San Jose	Ca.	95127	BMAN
Berkeley City Unified	Berkeley	Ca.	94709	BL
Cupertino Union Elementary	Cupertino	Ca.	95014	BMANO
Fremont Union High	Fremont	Ca.	94538	BMAN
Fresno City Unified	Fresno	Ca.	93728	BM
Grossmont Union High	Grossmont	Ca.	92030	BMN
Huntington Beach Union High	Huntington Beach	Ca.	92646	BMAN
Ontario-Montclair Elementary	Ontario	Ca.	91764	L
San Bernardino Unified	San Bernardino	Ca.	92410	O
San Jose Unified	San Jose	Ca.	95114	BM
San Mateo Union High	San Mateo	Ca.	94401	O
Stockton City Unified	Stockton	Ca.	95202	O
Denver	Denver	Co.	80202	BMN
Poudre	Fort Collins	Co.	80521	M
Pueblo City	Pueblo	Co.	81005	O
Dade County Public Schools	Miami	Fl.	33135	BO
Chicago City	Chicago	Ill.	60601	BMANO
Palatine	Palatine	Ill.	60067	O

School System	City	State	Zip Code	Legend
Evansville-Vanderburgh School Corporation	Evansville	In.	47708	O
Hammond City	Hammond	In.	46320	B
Cedar Rapids Community	Cedar Rapids	Ia.	52402	NO
Sioux City Community	Sioux City	Ia.	51105	B
Jefferson County	Louisville	Ky.	40218	BO
Louisville City	Louisville	Ky.	40208	B
Caddo Parish	Shreveport	La.	71101	O
Baltimore City	Baltimore	Md.	21218	O
Carrol County	Westminister	Md.	21157	B
Harford County	Bel Air	Md.	21014	B
Montgomery County	Rockville	Md.	20850	BM
Farmington	Farmington	Mi.	48024	O
Warren Consolidated	Warren	Mi.	48092	O
Bloomington	Bloomington	Mn.	55431	O
Mounds View	St. Paul	Mn.	55112	O
St. Paul 625	St. Paul	Mn.	55102	B
Ferguson R-2	Ferguson	Mo.	63135	O
Kansas City 33	Kansas City	Mo.	64106	BM
Springfield	Springfield	Mo.	65802	B

School System	City	State	Zip Code	Legend
Lincoln 001	Lincoln	Ne.	68501	M
Newark	Newark	N. J.	07102	BO
Albuquerque	Albuquerque	N. M.	87103	L
Las Cruces	Las Cruces	N. M.	88001	M
Kenmore	Kenmore	N. Y.	14223	O
Mepham	Merrick	N. Y.	11566	BO
New York City	Brooklyn	N. Y.	11201	O
Buncombe County	Graham	N. C.	27253	B
Burke County	Morganton	N. C.	28655	O
Cincinnati	Cincinnati	Oh.	45206	O
Dayton	Dayton	Oh.	45402	B
Mansfield	Mansfield	Oh.	44903	O
Springfield City	Springfield	Oh.	45504	O
Eugene 4 J	Eugene	Or.	97401	BMANO
Abington	Abington	Pa.	19001	O
Central Dauphin	Harrisburg	Pa.	17109	B
Warwick	Warwick	R. I.	02889	B

School System	City	State	Zip Code	Legend
Shelby County	Memphis	Tn.	38103	O
El Paso Independent School District	El Paso	Tx.	79999	BMN
San Antonio Independent School District	San Antonio	Tx.	78201	L
Weber County	Ogden	Ut.	84404	O
Norfolk City	Norfolk	Va.	23510	O
Richmond City	Richmond	Va.	23219	O
Seattle	Seattle	Wa.	98109	O
Spokane	Spokane	Wa.	99201	O

[1]Washburn, David E. "A Conceptual Framework for Multicultural Education," The Florida FL Reporter: A Journal of Language and Culture in Education. Vol. 10, Nos. 1 and 2, pp. 27-28, Spring/Fall, 1972.